# SPECIAL EDUCATION / EXCEPTIONAL CHILD

Included in SPECIAL EDUCATION are standards for the following areas:
CC          COMMON CORE
19020      DEAF OR HARD OF HEARING
19037      EARLY CHILDHOOD SPECIAL EDUCATION
19040      EMOTIONAL DISTURBANCE
19060      GIFTED EDUCATION
19025      SPECIFIC LEARNING DISABILITIES
19005      MENTAL RETARDATION
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19070      INDIVIDUALIZED INDEPENDENCE CURRICULUM

(Graduate level programs also refer to 9.09 ADVANCED PROGRAMS IN SPECIAL EDUCATION)

Programs that prepare teachers of exceptional children must meet the Common Core standards (Common Core) and the standards for the applicable special education area being addressed (i.e. Deaf and Hard of Hearing, Visual Impairment, Mental Retardation, or Early Childhood Special Education, etc.). The Common Core standards apply to all special education program categories and special education programs for teachers of students with disabilities in general and individualized curriculums. Programs delivered at the graduate level must, in addition to addressing the Common Core and specialization area standards, meet the requirements in Advanced Programs in Special Education.

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided as a guideline. Institutions are not restricted to using the examples listed, but may develop others that demonstrate candidates' ability to apply what they have learned in the P-12 school setting.

**COMMON CORE**
**CC.1.**
The program requires the study of philosophical, historical, and legal foundations of special education, including:
1) Models, theories, and philosophies that provide the basis for special education practice.
2) Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling.
3) Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds.
4) Assurances and due process rights related to assessment, eligibility, and placement.
5) Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Articulate personal philosophy of special education including its relationship to/with regular education.
- Conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures.

**CC.2.**
The program requires the study of characteristics of learners, including:
1) Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs.
2) Differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities.
3) Characteristics of normal, delayed, and disordered communication patterns of individuals with exceptional learning needs.
4) Effects an exceptional condition(s) may have on an individual's life.
5) Characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.
6) Effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities.
7) Educational implications of characteristics of various exceptionalities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Access information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs.

**CC.3.**

The program requires the study of assessment, diagnosis, and evaluation, including:
1) Basic terminology used in assessment.
2) Ethical concerns related to assessment.
3) Legal provisions, regulations, and program standards regarding assessment of individuals.
4) Typical procedures used for screening, pre-referral, referral, and classification.
5) Appropriate application and interpretation of scores, including grade score versus standard score, percentile ranks, age/grade equivalents, and standings.
6) Appropriate use and limitations of each type of assessment instrument.
7) Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs.
8) The relationship between assessment and placement decisions.
9) Methods for monitoring progress of individuals with exceptional learning needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs.
- Create and maintain records.
- Gather background information regarding academic, medical, and family history.
- Use various types of assessment procedures appropriately.
- Interpret information from formal and informal assessment instruments and procedures.
- Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills.
- Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.
- Develop individualized assessment strategies for instruction.
- Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- Evaluate the results of instruction.
- Evaluate supports needed for integration into various program placements.

**CC.4.**

The program requires the study of instructional content and practice, including:
1) Differing learning styles of individuals with exceptional learning needs and how to adapt teaching to these styles.
2) Demands of various learning environments such as individualized instruction in general education classes.

3) Curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional life skills for individuals with exceptional learning needs.
4) Instructional and remedial methods, techniques, and curriculum materials.
5) Techniques for modifying instructional methods and materials.
6) Life skills instruction relevant to independent, community, and personal living and employment.
7) Cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Interpret and use assessment data for instruction.
- Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences.
- Develop comprehensive, longitudinal individualized programs.
- Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.
- Prepare appropriate lesson plans.
- Involve the individual and family in setting instructional goals and charting progress.
- Use task analysis.
- Select, adapt, and use instructional strategies and materials according to characteristics of the learner.
- Sequence, implement, and evaluate individual learning objectives.
- Integrate affective, social, and career/vocational skills with academic curricula.
- Use strategies for facilitating maintenance and generalization of skills across learning environments.
- Use instructional time properly.
- Teach individuals with exceptional learning needs to use thinking, problem-solving, and other cognitive strategies to meet their individual needs.
- Choose and implement instructional techniques and strategies that promote successful transitions for individuals with exceptional learning needs.
- Establish and maintain rapport with learners.
- Use verbal and nonverbal communication techniques.
- Conduct self-evaluation of instruction.

**CC.5.**
The program requires the study of planning and managing the teaching and learning environment, including:
1) Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs.
2) Research-based best practices for effective management of teaching and learning.
3) Ways in which technology can assist with planning and managing the teaching and learning environment.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Create a safe, positive, and supportive learning environment in which diversities are valued.
- Use strategies and techniques for facilitating the functional integration of individuals with exceptional learning needs in various settings.
- Prepare and organize materials to implement daily lesson plans.
- Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment.
- Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities.
- Design, structure, and manage daily routines, effectively including transition time, for students, other staff, and the instructional setting.
- Direct the activities of a classroom para-professional, aide, volunteer, or peer tutor.
- Create an environment that encourages self-advocacy and increased independence.

## CC.6.
The program requires the study of managing student behavior and social interaction skills, including:
1) Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of behaviors of individuals with exceptional learning needs.
2) Ethical considerations inherent in behavior management.
3) Teacher attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs.
4) Social skills needed for educational and functional living environments and effective instruction in the development of social skills.
5) Strategies for crisis prevention/intervention.
6) Strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning needs.
- Implement the least intensive intervention consistent with the needs of the individuals with exceptionalities.
- Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviors.
- Identify realistic expectations for personal and social behavior in various settings.
- Integrate social skills into the curriculum.
- Use effective teaching procedures in social skills instruction.

- Demonstrate procedures to increase the individual's self-awareness, self-control, self-reliance, and self-esteem.
- Prepare individuals with exceptional learning needs to exhibit self-enhancing behavior in response to societal attitudes and actions.

## CC.7.

The program requires the study of communication and collaborative partnerships, including:
1) Factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program.
2) Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns.
3) Development of individual student programs working in collaboration with team members.
4) Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program.
5) Ethical practices for confidential communication to others about individuals with exceptional learning needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Use collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments.
- Communicate and consult with individuals, parents, teachers, and other school and community personnel.
- Foster respectful and beneficial relationships between families and professionals.
- Encourage and assist families to become active participants in the educational team.
- Plan and conduct collaborative conferences with families or primary caregivers.
- Collaborate with regular classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments.
- Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of individuals with specific exceptional learning needs.

## CC.8.

The program requires the study of professionalism and ethical practices, including:
1) Personal cultural biases and differences that affect one's teaching.
2) Importance of the teacher serving as a model for individuals with exceptional learning needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs.
- Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students.
- Promote and maintain a high level of competence and integrity in the practice of the profession.
- Exercise objective professional judgment in the practice of the profession.
- Demonstrate proficiency in oral and written communication.
- Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues.
- Comply with local, state, provincial, and federal monitoring and evaluation requirements.
- Use copyrighted educational materials in an ethical manner.
- Practice within the CEC Code of Ethics and other standards and policies of the profession.

**CC.9**
The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:
- Demonstrate appropriate use of various technologies within their instructional practices.
- Select and use appropriate technology tools specific to their area(s) of specialization in special education.
- Use technology to effectively manage communications, planning, and record keeping.

# 19020 DEAF OR HARD OF HEARING

**19020.1.**  The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students who are deaf or hard of hearing, including:
1) Current educational definitions of students with hearing loss, including identification criteria, labeling issues, and current incidence and prevalence figures.
2) Models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural) that provide the basis for educational practice(s) for students who are deaf or hard of hearing, as consistent with program philosophy.
3) Variations in beliefs, traditions, and values across cultures and within society, and the effect of the relationships among children who are deaf or hard of hearing, their families, and schooling.
4) Issues in definition and identification procedures for individuals who are deaf or hard of hearing (e.g., cultural versus medical perspective).
5) Rights and responsibilities (e.g., Deaf Children's Bill of Rights) of parents, students, teachers, and schools as they relate to students who are deaf or hard of hearing.
6) The impact of various educational placement options (from the perspective of the needs of any given child who is deaf or hard of hearing and consistent with program philosophy) with regard to cultural identity and linguistic, academic, and social-emotional development.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Apply understanding of theory, philosophy, and models of practice to the education of students who are deaf or hard of hearing.
- Articulate pros and cons of current issues and trends in special education and the field of education of children who are deaf or hard of hearing.
- Identify the major contributors to the growth and improvement of knowledge and practice in the field of education of children who are deaf or hard of hearing.

**19020.2.**  The program requires the study of characteristics of learners who are deaf or hard of hearing, including:
1) Communication features (visual, spatial, tactile, and/or auditory) salient to the learner who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development.
2) Research in cognition related to children who are deaf or hard of hearing.
3) Cultural dimensions that being deaf or hard of hearing may add to the life of a child.
4) Various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences in students who are deaf or hard of hearing.
5) Effects of families and/or primary caregivers on the overall development of the child who is deaf or hard of hearing.
6) Effects that onset of hearing loss, age of identification, and provision of services have on the development of the child who is deaf or hard of hearing.

7) Impact of early comprehensible communication on the development of the child who is deaf or hard of hearing.
8) Recognition that being deaf or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.
9) The differences in quality and quantity of incidental language/learning experiences that children who are deaf or hard of hearing may experience.
10) Effects of sensory input on the development of language and cognition of children who are deaf or hard of hearing.

Performance assessments: None in addition to Common Core.

**19020.3.**   The program requires the study of assessment, diagnosis, and evaluation of children who are deaf or hard of hearing, including:
1) Specialized terminology used in the assessment of children who are deaf or hard of hearing.
2) Components of an adequate evaluation for eligibility placement and program planning (e.g., interpreters, special tests) decisions for students who are deaf or hard of hearing.
3) Legal provisions, regulations and program standards regarding unbiased diagnostic assessment, and use of instructional assessment measures with students who are deaf or hard of hearing.
4) Special policies regarding referral and placement procedures (e.g., Federal Policy Guidance, October 30, 1993) for students who are deaf or hard of hearing.
The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
• Administer appropriate assessment tools utilizing the natural/native/preferred language of the student who is deaf or hard of hearing.
• Gather and analyze communication samples from students who are deaf or hard of hearing, including nonverbal as well as linguistic acts.
• Use exceptionality-specific assessment instruments (e.g., SAT-HI, TERA-DHH, FSST) appropriate for students who are deaf or hard of hearing.

**19020.4.**   The program requires the study of instructional content and practice related to teaching students who are deaf or hard of hearing, including:
1) Sources of specialized materials for students who are deaf or hard of hearing.
2) Components of the nonlinguistic and linguistic communication that students who are deaf or hard of hearing use.
3) The procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (consistent with program philosophy).
4) Information related to American Sign Language (ASL) and existing communication modes used by students who are deaf or hard of hearing.
5) Current theories of how languages (e.g., ASL and English) develop in both children who are hearing and those who are deaf or hard of hearing.

6) Subject matter and practices used in general education across content areas.
7) Ways to facilitate cognitive and communicative development in students who are deaf or hard of hearing (e.g., visual saliency) consistent with program philosophy.
8) Techniques of stimulation and utilization of residual hearing in students who are deaf or hard of hearing consistent with program philosophy.
9) Research-supported instructional strategies and practice for teaching students who are deaf or hard of hearing.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Demonstrate proficiency in the language(s) the beginning teacher will use to instruct students who are deaf or hard of hearing.
- Demonstrate the basic characteristics of various existing communication modes used with students who are deaf or hard of hearing.
- Select, design, produce, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral).
- Infuse speech skills into academic areas as consistent with the mode or philosophy espoused and the ability of the student who is deaf or hard of hearing.
- Modify the instructional process and classroom environment to meet the physical, cognitive, cultural, and communication needs of the child who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, availability of support services, availability of appropriate technologies).
- Facilitate independent communication behavior in children who are deaf or hard of hearing.
- Apply first and second language teaching strategies (e.g., English through ASL or ESL) appropriate to the needs of the individual student who is deaf or hard of hearing and consistent with program philosophy.
- Demonstrate the ability to modify incidental language experiences to fit the visual and other sensory needs of children who are deaf or hard of hearing.
- Provide appropriate activities for students who are deaf or hard of hearing to promote literacy in English and/or ASL.

**19020.5.** The program requires the study of planning and managing the teaching and learning environment for students who are deaf or hard of hearing, including:
1) Deaf cultural factors that may influence classroom management of students who are deaf or hard of hearing.
2) Model programs, including career/vocational and transition, that have been effective for students with hearing losses.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Manage assistive/augmentative devices appropriate for students who are deaf or hard of hearing in learning environments.

- Select, adapt, and implement classroom management strategies for students who are deaf or hard of hearing that reflect understanding of each child's cultural needs, including primarily visual Deaf culture where appropriate.
- Design a classroom environment that maximizes opportunities for visually oriented and/or auditory learning in students who are deaf or hard of hearing.
- Plan and implement instruction for students who are deaf or hard of hearing and who have multiple disabilities and special needs.

**19020.6.** The program requires the study of managing student behavior and social interaction skills related to students who are deaf or hard of hearing, including:
1) Processes for establishing ongoing interactions of students who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.
2) Opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, state, and national levels.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Prepare students who are deaf or hard of hearing in the appropriate use of interpreters.

**19020.7.** The program requires the study of communication and collaborative partnerships related to the needs of students who are deaf or hard of hearing, including:
1) Available resources to help parents of children who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children.
2) Roles and responsibilities of teachers and support personnel in educational practice for students who are deaf or hard of hearing (e.g., educational interpreters, tutors, and note-takers).
3) Effects of communication on the development of family relationships and strategies used to facilitate communication in families with children who are deaf or hard of hearing.
4) Services provided by governmental and non-governmental agencies or individuals in the ongoing management of children who are deaf or hard of hearing.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Teach students who are deaf or hard of hearing to use support personnel effectively (e.g., educational interpreters, tutors, and note-takers).
- Facilitate communication between the child who is deaf or hard of hearing and his or her family and/or other caregivers.
- Facilitate coordination of support personnel (e.g. , interpreters) to meet the diverse communication needs of the student who is deaf or heard of hearing and his or her primary caregivers.

**19020.8.**  The program requires the study of professionalism and ethical practices related to the education of students who are deaf or hard of hearing, including:

1) The process for acquiring the needed skills in modes/philosophies of education of students who are deaf or hard of hearing in which an individual was not prepared.
2) Consumer and professional organizations, publications, and journals relevant to the field of education of students who are deaf or hard of hearing.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Actively seek interaction with adults in the deaf community to maintain/improve ASL, English signs, or cues as consistent with program philosophy.
- Demonstrate the ability to interact with a variety of individuals who are deaf or hard of hearing on an adult-to-adult level.
- Provide families with the knowledge and skills to make appropriate choices needed to enhance the development and transition of their children who are deaf or hard of hearing.
- Participate in the activities of professional organizations relevant to the education of students who are deaf or hard of hearing.

# 19037 EARLY CHILDHOODSPECIAL EDUCATION

Programs that prepare teachers in Early Childhood Special Education must meet the following standards which reflect the recommendations of the Council for Exceptional children (CEC) and National Association for the Education of Young children (NAEYC). Additional information on the conceptual base recommended by these professional organizations for Early Childhood Special Education appears in Personal Standards for Early Childhood and Early Intervention: Guidelines for Licensure in Early Childhood Special Education (DEC, NAEYC, & ATE, 1995).

**19037.1.** The program requires the study of philosophical, historical, and legal foundations of special education related to the conceptual base for early childhood special education and early intervention. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Articulate the historical, philosophical, and legal basis of services for young children both with and without special needs.
- Identify ethical and policy issues related to educational, social, and medical services for young children and their families.
- Identify current trends and issues in early childhood education, early childhood special education and special education.
- Identify legislation that affects children, families, and programs for children.

**19037.2.** The program requires the study of characteristics of learners in early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Apply theories of child development, both typical and atypical, and apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations in family and community contexts.
- Identify pre-, peri-, and postnatal development and factors such as biological and environmental conditions that affect children's development and learning.
- Identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning in the first years of life.
- Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
- Demonstrate understanding of (a) developmental consequences of stress and trauma, (b) protective factors and resilience, (c) the development of mental health, and (d) the importance of supportive relationships.

**19037.3.**  The program requires the study of assessment, diagnosis, and evaluation in early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Assess children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development.
- Select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children's learning and development.
- Select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.
- Develop and use authentic, performance-based assessments of children's learning to assist in planning, communicate with children and parents, and engage children in self-assessment.
- Involve families as active participants in the assessment process.
- Participate and collaborate as a team member with other professionals in conducting family-centered assessments.
- Communicate assessment results and integrate assessment results from others as an active team participant in the development and implementation of the individualized education program (IEP) and individual family service plan (IFSP).
- Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP or IEP.
- Select, adapt, and administer assessment instruments and procedures for specific sensory and motor disabilities.
- Communicate options for programs and services at the next level and assist the family in planning for transition.
- Implement culturally unbiased assessment instruments and procedures.
- Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

**19037.4.**  The program requires the study of instructional content and practice related to early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, and curricula goals and content.
- Develop an IFSP or Individualized Education Plan (IEP), incorporating both child and family outcomes in partnership with family members and other professionals.
- Incorporate information and strategies from multiple disciplines in the design of intervention strategies.

- Develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences.
- Plan for and link current developmental and learning experiences and teaching strategies
- Select intervention curricula and methods for children with specific disabilities including motor, sensory, health, communication, social-emotional, and cognitive disabilities.
- Implement developmentally and functionally appropriate individual and group activities using a variety of formats, including play, environmental routines, parent-mediated activities, small-group projects, cooperative learning, inquiry experiences, and systematic instruction.
- Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.
- Demonstrate appropriate use of technology, including adaptive and assistive technology.
- Employ pedagogically sound and legally defensible instructional practices.
- Implement nutrition and feeding strategies for children with special needs.
- Use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and social services.
- Identify aspects of medical care for premature, low birth weight, and other medically fragile babies, including methods of care for young children dependent on technology and implications of medical conditions on child development and family resources, concerns, and priorities.
- Recognize signs of emotional distress, child abuse, and neglect in young children and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities.

**19037.5.**   The program requires the study of planning and managing the teaching and learning environment in early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Make specific adaptations for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities.
- Design plans that incorporate the use of technology, including adaptive and assistive technology.
- Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.
- Establish and maintain physically and psychologically safe and healthy learning environments that promote development and learning.
- Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.
- Organize space, time, peers, materials, and adults to maximize child progress in group and home settings.

- Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases.

**19037.6.** The program requires the study of managing student behavior and social interaction skills in early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children; to encourage and teach positive social skills and interaction among children; to promote positive strategies of conflict resolution; and to develop personal self-control, self-motivation, and self-esteem.
- Select and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).
- Support and facilitate family and child interactions as primary contexts for learning and development.

**19037.7.** The program requires the study of communication and collaborative partnerships related to the needs of early childhood special education students. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Establish and maintain positive, collaborative relationships with families.
- Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.
- Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.
- Assist families in identifying their resources, priorities, and concerns in relation to their child's development.
- Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.
- Involve families in assessing and planning for their children, including children with special needs.
- Implement a range of family-oriented services based on the family's identified resources, priorities, and concerns.
- Implement family services consistent with due process safeguards.
- Evaluate services with families.
- Collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well being.
- Apply models of team process in diverse service delivery settings.
- Employ various team membership roles.

- Identify functions of teams as determined by mandates and service delivery needs of children and families.
- Identify structures supporting interagency collaboration, including interagency agreements, referral, and consultation.
- Participate as a team member to identify dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution.
- Employ two-way communication skills.
- Evaluate and design processes and strategies that support transitions among hospital; home; and infant/toddler, preprimary, and primary programs.
- Administer, supervise, and consult with or instruct other adults.
- Employ adult learning principles in supervising and training other adults.
- Facilitate the identification of staff development needs and strategies for professional growth.
- Apply various models of consultation in diverse settings.
- Provide consultation and training in content areas specific to services for children and families and organization/development programs.
- Provide feedback and evaluate performance in collaboration with other adults.

**19037.8.**   The program requires the study of professionalism and ethical practices related to the education of young children with special needs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Adhere to the profession's code of ethical conduct.
- Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood special educators.
- Reflect upon one's own professional practice and develop, implement, and evaluate a professional development plan.
- Participate actively in professional organizations.
- Read and critically apply research and recommended practices.

# 19040 EMOTIONAL DISTURBANCE

**19040. 1.** The program requires the study of philosophical, historical, and legal foundations of special education elated to the education of students with emotional disturbance, including:
1) Current educational terminology and definitions of students with emotional disturbance (ED), including the identification criteria and labeling controversies, utilizing professional accepted classification systems, and current incidence and prevalence figures.
2) Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare.
3) Differences between etiology and diagnosis unique to a variety of theoretical approaches (biophysical, psychodynamic, behavioral, ecological) and their application for students with ED.
4) The historical foundations and classic studies, including the major contributors, that undergird the growth and improvement of knowledge and practices in the field of ED.
5) The legal system to assist students with ED.
The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Analyze and articulate current issues and trends in special education and the field of ED.
- Articulate the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with ED.
- Delineate the principles of normalization versus the educational concept of "least restrictive environment" in designing educational programs for students with ED.

**19040.2.** The program requires the study of characteristics of learners with emotional disturbance, including:
1) Physical development, physical disability, and health impairments as they relate to the development and behavior of students with ED.
2) Major social characteristics of individuals with ED.
3) The effects of dysfunctional behavior on learning, and the differences between emotional disturbance and other disabling conditions.

Performance assessments: None in addition to Common Core.

**19040. 3.** The program requires the study of assessment, diagnosis, and evaluation of students with emotional disturbance, including:
1) Essential characteristics of valid behavior ratings scales.
2) Processes involved in the diagnosis of students with ED, including academic and social behaviors in accordance with the current Diagnostic and Statistical Manual of Mental Disorders (DSM).
3) Specialized terminology used in the assessment of ED.

4) Legal provisions, regulations, and program standards regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with students with ED.
5) Specialized policies regarding screening, referral, and placement procedures for students with ED.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Prepare accurate formal social assessment reports on students with ED based on behavioral-ecological information.
- Implement procedures for assessing both appropriate and problematic social behaviors of students with ED.
- Use exceptionality-specific assessment instruments appropriately for assessing students with ED.

**19040.4.** The program requires the study of instructional content and practice related to teaching students with emotional disturbance, including:
1) Appropriate ways to apply research about students with ED in the classroom.
2) Sources of specialized materials for students with ED.
3) Research-supported instructional strategies and practices for teaching students with ED.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Identify and use prevention and intervention strategies as early as appropriate for use with students with ED.
- Delineate and apply the goals and intervention strategies and procedures related to a variety of theoretical approaches (including psychodynamic, behavioral, biophysical, and ecological) to students with ED.
- Use technology applicable to students with ED.
- Plan, organize, and implement individualized student programs appropriate to the cognitive and affective needs of the student with ED with special consideration to use of reinforcement systems and environmental conditions.
- Select, develop, adopt, and evaluate curriculum materials and technology applicable to students with ED.
- Establish a consistent classroom routine for students with ED.
- Delineate and apply appropriate management procedures when presented with spontaneous management problems applicable to students with ED.
- Establish classroom rules, as well as a means for enforcing these rules, that are applicable to students with ED.
- Integrate academic instruction, affective education, and behavior management for individual students and groups of students with ED.
- Evaluate strengths and limitations of the alternative instructional strategies designed for students with ED.

- Use student-initiated learning experiences and integrate them into ongoing instruction for students with ED.

**19040.5.** The program requires the study of planning and managing the teaching and learning environment for students with emotional disturbance, including:
1) Model programs, including career/vocational and transition, that have been effective for students with ED.
2) Issues, resources, and techniques used to integrate students with ED into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Monitor intragroup behavior changes from subject to subject and activity to activity applicable to students with ED.
- Select a functional classroom design (e.g., functional seating, work area, storage) that is effective for students with ED.

**19040.6.** The program requires the study of managing student behavior and social interaction skills for students with emotional disturbance, including:
1) Rationale for selecting specific management techniques for individuals with ED.
2) Continuum of alternative placements and programs available to students with ED; state, provincial, and local services available; and the advantages and disadvantages of placement options and programs within the continuum of services.
3) The theory behind reinforcement techniques and its application to teaching students with ED.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Use a variety of nonaversive techniques (including voice modulation, facial expressions, planned ignoring, proximity control, and tension release) for the purpose of controlling targeted behavior and maintaining attention of students with ED.
- Develop and implement a systematic behavior management plan for students with ED using a variety of behavioral principles (including observation, recording, charting establishment of timelines, intervention technique hierarchies, and schedules of reinforcement).
- Select target behaviors to be changed and identify the critical variables affecting the target behavior (such as subsequent events and antecedent events).
- Designate certain pupil behaviors as either appropriate or inappropriate for a specific age group based on observation and social validation.
- Define and use skills in problem solving and conflict resolution.

**19040.7.** The program requires the study of communication and collaborative partnerships related to the needs of students with emotional disturbance, including:

1) Sources of unique services, networks, and organizations for students with ED.
2) Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to students with ED.
3) Collaborative and/or consultative role of the special education teacher in the reintegration of students with ED (e.g., classroom/instructional modifications).
4) Types and importance of information generally available from family, school officials, legal system, departments of social and health services, and mental health agencies.
5) Role of professional groups and referral agencies in identifying, assessing, and providing services to children and youth with ED (e.g., mental health, corrections).

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Use specific behavioral management and counseling techniques in managing students with ED and in providing training for their parents.

**19040.8.** The program requires the study of professionalism and ethical practices related to the teaching of students with emotional disturbance, including:

1) Consumer and professional organizations, publications, and journals relevant to the field of ED.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Participate in the activities of professional organizations relevant to the field of ED.

# 19060 GIFTED EDUCATION

**19060.1.**   The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students with gifts or talents, including:
1) The historical foundations and classic studies, including the major contributors, that undergird the growth of knowledge and practices in the field of gifted education.
2) Current educational definitions of students with gifts and talents, including identification criteria, labeling issues, and current incidence and prevalence figures.
3) Policies and issues at the national, state, and local levels that affect the education of students with gifts or talents.
4) The impact of various educational placement options on individual students with gifts and talents with regard to cultural identity or economic class and physical, linguistic, academic and social-emotional development.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Articulate the pros and cons of current issues and trends in special education and the field of gifted education.

**19060.2.**   The program requires the study of characteristics of learners with gifts or talents, including:
1) Cognitive processing and affective characteristics of learners gifted in intellectual, creative, leadership, specific academic, visual/performing arts, and psychomotor domains.
2) Enrichment and acceleration needs of gifted learners in required subject areas as compared with the needs of the general population of learners.
3) Cognitive and affective characteristics of "twice exceptional" special populations of gifted learners, such as culturally diverse, economically disadvantaged learners with learning, physical, or behavioral disabilities.
4) The impact of multiple exceptionalities that result in additional sensory, motor, and/or learning needs.
5) Effects of families and/or primary caregivers on the overall development of the child.

Performance assessments: None in addition to Common Core.

**19060.3.**   The program requires the study of assessment, diagnosis, and evaluation of students with gifts or talents, including:
1) Specialized terminology used in the assessment of students with gifts and talents.
2) Legal provisions, regulations, and program standards regarding unbiased assessment and the use of instructional assessment measures with students with gifts and talents.
3) Specialized policies regarding referral and placement procedures for students with gifts and talents.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Identify defensible (comprehensive, systematic, objective) and equitable procedures for identifying and placing learners with gifts and talents in appropriate programs and services.
- Use exceptionality-specific assessment instruments, both formal and informal, including learner interviews, for assessing students with gifts and talents.
- Evaluate learner products and portfolios appropriately.

**19060.4.**   The program requires the study of instructional content and practice related to the teaching of students with gifts or talents, including:

1) Research-supported instructional strategies and practices (e.g., conceptual development, accelerated presentation pace, minimal drill and practice) for students with gifts or talents.
2) Sources of specialized materials for students with gifts or talents.
3) Processes for designing opportunities for learners with gifts and talents to participate in community-based service learning for the development of ethics and social responsibility.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Design cognitively complex discussion questions, projects, and assignments that promote reflective, evaluative, nonentrenched thinking in students with intellectual or academic gifts or talents.
- Select instructional model(s) appropriate to teaching topics, content area, or subject domain.
- Use instructional models; topic/domain instructional model matches commonly implemented in teaching gifted learners; and cognitive, creative, affective, and ethical taxonomies in order for higher levels to be addressed through instructional strategies.

**19060.5.**   The program requires the study of planning and managing the teaching and learning environment for students with gifts and talents, including:

1) Research-supported ability and achievement grouping practices and model programs, including career/vocational and transition (e.g. mentorships), that have been effective for students with gifts and talents.
2) Curriculum and program planning models and research-supported accelerated practices that have been effective for students with gifts or talents.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Monitor and evaluate program activities for the purpose of continued program development or refinement.

**19060.6.** The program requires the study of managing student behavior and social interaction skills as noted in Common Core standard 8.11.CC.6.

Performance assessments: None in addition to Common Core.

**19060.7.** The program requires the study of communication and collaborative partnerships related to the education of students with gifts and talents, including:
1) Sources of unique services, networks, and organizations for students with gifts or talents.
2) Principles of communication and collaboration and the role of the teacher within the various team models (e.g., multidisciplinary, interdisciplinary, transdisciplinary).
Performance assessments: None in addition to Common Core.

**19060.8.** The program requires the study of professionalism and ethical practices related to the education of students with gifts and talents, including:
1) Consumer and professional organizations, publications, and journals relevant to the field of gifted education.
The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Maintain knowledge of current research and literature in the field of special education and gifted education.

# 19025 SPECIFIC LEARNING DISABILITIES

**19025.1.** The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students with specific learning disabilities, including:
1) The historical foundations and classic studies, including the major contributors and advocacy organizations, that undergird the growth and improvement of knowledge and practices in the field of education of individuals who have specific learning disabilities.
2) The evolution of the term specific learning disability as it relates to medicine, psychology, behavior, and education.
3) Current and past philosophies and theories guiding the field of education of individuals who have specific learning disabilities.
4) Future trends in the field of education of individuals who have specific learning disabilities.
5) The influence of major legislation that affects individuals who have specific learning disabilities and the influence on practice.
6) Current educational definitions of individuals with specific learning disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Articulate the factors that influence over-representation of culturally and linguistically diverse individuals in programs for individuals with specific learning disabilities.
- Articulate the pros and cons of current issues and trends in special education and the field of learning disability.

**19025.2.** The program requires the study of characteristics of learners who have specific learning disabilities, including:
1) The various etiologies of conditions affecting individuals with specific learning disabilities.
2) The medical factors influencing individuals with specific learning disabilities, including medication, nutrition, genetics, and neurology.
3) The psychological characteristics of individuals with specific learning disabilities, including intelligence, perception, memory, thinking skills, and language development.
4) The relationship between individuals with specific learning disabilities and other associated conditions, including attention deficit disorder, attention deficit with hyperactivity, and dyslexia.
5) The social/emotional aspects of individuals with specific learning disabilities, including social imperceptiveness, juvenile delinquency, and learned helplessness.

Performance assessments: None in addition to Common Core.

**19025.3.** The program requires the study of assessment, diagnosis, and evaluation of students with specific learning disabilities, including:
1) Specialized terminology used in the assessment of individuals who have specific learning disabilities.
2) Legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures with individuals who have specific learning disabilities.
3) Specialized policies regarding referral and placement procedures for individuals who have specific learning disabilities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Choose and administer assessment instruments appropriately for individuals with specific learning disabilities.

**19025.4.** The program requires the study of instructional content and practice related to the teaching of students with specific learning disabilities, including:
1) The impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.
2) The impact of language development on the academic and social skills of individuals with specific learning disabilities.
3) The impact of specific learning disabilities on auditory skills, including perception, memory, and comprehension.
4) The relationship between specific learning disabilities and reading instruction, including reading purpose, rate, accuracy, fluency, and comprehension.
5) The impact of social skills on the lives of individuals who have specific learning disabilities.
6) Sources of specialized materials for individuals with specific learning disabilities.
7) Various test-taking strategies used by individuals with specific learning disabilities.
8) Alternatives for teaching skills and strategies to individuals with specific learning disabilities who differ in degree and kind of disability.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Use effective instructional strategies for basic skills, including listening, reading, writing, reporting, and computing.
- Use effective instructional strategies for applying various study skills to academic areas.
- Use skills to enhance thinking processes.
- Use skills to enhance vocabulary development.
- Use appropriate reading methods for individuals who have specific learning disabilities.

- Use appropriate spelling methods and instructional strategies for individuals who have specific learning disabilities.
- Assist individuals who have specific learning disabilities in the prediction and detection of errors in oral and written language.
- Use appropriate handwriting methods and instructional strategies for individuals with specific learning disabilities.
- Use decision criteria for when to teach manuscript versus cursive writing for individuals with specific learning disabilities.
- Use appropriate math methods and instructional strategies including articulation, practice, immediate feedback, and review, for individuals who have specific learning disabilities and who show patterns of error.
- Use research-supported instructional strategies and practice for teaching individuals with specific learning disabilities.
- Modify speed of presentation and use organization cues.
- Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with specific learning disabilities.

**19025.5.** The program requires the study of planning and managing the teaching and learning environment as noted in Common Core standard 8.11.CC.5.

Performance assessments: None in addition to Common Core.

**19025.6.** The program requires the study of managing student behavior and social interaction skills as noted in Common Core standard 8.11.CC.6. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Design a learning environment for individuals with specific learning disabilities that provides feedback from peers and adults.

**19025.7** The program requires the study of managing student behavior and social interaction skills for students with specific learning disabilities, including:
1) Sources of unique services, networks, and organizations of individuals with specific learning disabilities, including career/vocational support.

Performance assessments: None in addition to Common Core.

**19025.8** The program requires the study of professionalism and ethical practices related to the teaching of students with specific learning disabilities, including:
1) Consumer and professional organizations, publications, and journals relevant to the field of specific learning disabilities.
The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Articulate the learning disability teacher's ethical responsibility to non-identified individuals who function similarly to individuals who have specific learning disabilities (e.g., at-risk individuals.).
- Participate in the activities of professional organizations relevant to the field of specific learning disabilities.

# 19005  MENTAL RETARDATION

**19005.1.**   The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students mental retardation, including:
1) Current educational definitions of students/individuals mental retardation, including identification criteria, labeling issues, and current incidence and prevalence figures.
2) Major perspectives on the definition/etiology of mental retardation.
3) Continuum of placement and services available for students with mental retardation.
4) The historical foundations and classic studies, including the major contributors, that undergird the growth and improvement of knowledge and practices in the field of mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Articulate the pros and cons of current issues and trends in special education and the field of mental retardation.
- Articulate the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with mental retardation.
- Teach students with extensive disabilities, focusing on ability and similarities to children without disabilities.

**19005.2.**   The program requires the study of characteristics of learners mental retardation, including:
1) Causes and theories of intellectual disabilities and implications for prevention.
2) Medical aspects of intellectual disabilities and their implications for learning.
3) Medical complications and implications for student support needs, including seizure management, tube feeding, catheterization, and CPR.
4) Psychological characteristics of students with mental retardation, including cognition, perception, memory, and language development.
5) The social-emotional aspects of mental retardation, including adaptive behavior, social competence, social isolation, and learned helplessness.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Describe and define general developmental, academic, social, career, and functional characteristics of individuals with mental retardation as they relate to levels of support needed.

**19005.3.**   The program requires the study of assessment, diagnosis, and evaluation of students mental retardation, including:
1) Legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures with students mental retardation.

2) Specialized terminology used in the assessment of students with mental retardation.
3) Conditions and assessment instruments that ensure maximum performance for students with mental retardation.
4) Adaptive behavior assessment.
5) Specialized policies regarding referral and placement procedures for students with mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Use exceptionality-specific assessment instruments such as adaptive skills assessments and developmental screening assessments.
- Adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with mental retardation, including ecological inventories, portfolio assessments, functional assessments, and future-based assessments.

**19005.4.**   The program requires the study of instructional content and practice related to the teaching of students mental retardation, including:
1) Sources of specialized materials for students mental retardation.
2) Assistive devices for individuals with special needs.
3) Approaches to create positive learning environments for individuals with special needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Utilize research-supported instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multisensory, and concrete/manipulative techniques.
- Design and implement sensory stimulation programs for individuals with extensive needs.
- Teach culturally responsive functional life skills relevant to independence in the community, personal living, and employment, including accessing public transportation, cooking, shopping, laundry, functional reading, and sexuality.
- Design age appropriate instruction based on the adaptive skills of students with mental retardation.
- Integrate selected related services into the instructional day of students with mental retardation.
- Provide instruction in community-based settings.
- Assist students in the use of alternative and augmentative communication systems.
- Use appropriate physical management techniques, including positioning, handling, lifting, relaxation, and range of motion.
- Use and maintain orthotic, prosthetic, and adaptive equipment effectively.

**19005.5.** The program requires the study of planning and managing the teaching and learning environment for students mental retardation, including:

1) Model programs, including career/vocational and transition, that have been effective for individuals with mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Structure the physical environment to provide optimal learning for students with mental retardation.
- Demonstrate the ability to teach students with mental retardation in a variety of placement settings.

**19005.6.** The program requires the study of managing student behavior and social interaction skills for students mental retardation, including:

1) Theories of behavior problems in individuals with mental retardation, including self-stimulation and self-abuse.
2) Impact of multiple disabilities on behavior.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Design, implement, and evaluate instructional programs that enhance the student's social participation in family, school, and community activities.

**19005.7.** The program requires the study of communication and collaborative partnerships related to the needs of students with mental retardation / developmental disorders, including:

1) Sources of unique services, networks, and organizations for students/individuals with mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Assist students, with the support of parents and other professionals, in planning for transition to adulthood including employment and community and daily life, with maximum opportunities for full participation in community and decision making.

**19005.8.** The program requires the study of professionalism and ethical practices related to the education of students mental retardation, including:

1) Consumer and professional organizations, publications, and journals relevant to the field of mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Participate in the activities of professional organizations relevant to the field of mental retardation.

# 19065 PHYSICAL AND HEALTH DISABILITIES

**19065.1.** The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students with physical and health disabilities, including:
1) Current educational definitions of individuals with physical and health disabilities including identification criteria, labeling issues, and current incidence and prevalence figures.
2) Historical foundations and classic studies, including the major contributors, that undergird the growth and improvement of knowledge and practices in the field of special education and related services for individuals with physical and health disabilities and their families.
3) Contemporary issues in special education and related services for individuals with physical and health disabilities and their families.
4) Laws, regulations, and policies related to the provision of specialized health care in the educational setting.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Articulate the service delivery for individuals with physical and health disabilities and its relation to contemporary educational placement and instructional content.

**19065.2.** The program requires the study of characteristics of learners with physical and health disabilities, including:
1) Implications of physical and health disabilities on psychosocial, educational, vocational, and leisure outcomes for individuals, families, and society.
2) Generic medical terminology used to describe the impact of physical and health disabilities.
3) Etiology and characteristics of physical and health disabilities across the life span.
4) Secondary health care issues that accompany specific physical and health disabilities.

Performance assessments: None in addition to Common Core.

**19065.3.** The program requires the study of assessment, diagnosis, and evaluation of students with physical and health disabilities, including:
1) Specialized terminology used in the assessment of individuals with physical and health disabilities.
2) Legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures of individuals with physical and health disabilities.
3) Specialized policies regarding referral and placement procedures for students with physical and health disabilities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Modify and adapt assessment procedures for use with individuals with physical and health disabilities.
- Develop and use a technology plan based on adaptive technology assessment.
- Assess reliable method(s) of response of individuals who lack typical communications and performance abilities.
- Use results of specialized evaluations, such as oral motor, reflex, and movement, to make instructional decisions for individuals with physical and health disabilities.

**19065.4.** The program requires the study of instructional content and practice related to the teaching of students with physical and health disabilities, including:

1) Research-supported instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of students with physical and health disabilities.
2) Sources of specialized materials, equipment, and assistive technology for students with physical and health disabilities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans for individuals with physical and health disabilities.
- Use appropriate adaptations and assistive technology such as switches, adapted keyboards, and alternative positioning to allow students with physical and health disabilities full participation and access to the core curriculum.
- Adapt lessons that minimize the physical exertion of individuals with specialized health care needs.
- Design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities, emphasizing positive self-concepts and realistic goals.
- Design and implement curriculum and instructional strategies for medical self-management procedures by students with specialized health care needs.
- Participate in the selection and implementation of augmentative or alternative communication devices and systems, including sign language, electronic devices, picture and symbol systems, and language boards, for use with students with physical and health disabilities.

**19065.5.** The program requires the study of planning and managing the teaching and learning environment for students with physical and health disabilities, including:

1) School setting adaptations necessary to accommodate the needs and abilities of individuals with physical and health disabilities.
2) Appropriate use of assistive devices to meet the needs of individuals with physical and health disabilities.

3) Specialized health care practices, first aid techniques, and other medically relevant interventions necessary to maintain the health and safety of students in a variety of educational settings.
4) Common environmental and personal barriers that hinder accessibility and acceptance of individuals with physical and health disabilities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Use local, community, and state resources available to assist in programming for individuals with physical and health disabilities.
- Coordinate activities of related services personnel to maximize direct instruction time for individuals with physical and health disabilities.
- Use techniques of physical positioning and management of individuals with physical and health disabilities to ensure participation in academic and social environments.
- Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.
- Use appropriate adaptive equipment such as wedges, seat inserts, and standers to facilitate positioning, mobility, communication, and learning for individuals with physical and health disabilities.
- Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.
- Practice recommended universal precautions to maintain healthy environments.
- Assist individuals to develop a sensitivity toward those who have communicable diseases.
- Monitor the effects of medication on individual performance.
- Integrate an individual's health care plan into daily programming.

**19065 .6.** The program requires the study of managing student behavior and social interaction skills for students with physical and health disabilities, including:
1) Communication and social interaction alternatives for individuals who are non-speaking.

Performance assessments:  None in addition to Common Core.

**19065 .7.** The program requires the study of communication and collaborative partnerships related to meeting the needs of students with physical and health disabilities, including:
1) Sources of unique services, networks, and organizations for individuals with physical and health disabilities.
2) Roles and responsibilities of school-based medical and related services personnel (physical and occupational therapists, adapted physical education specialists, etc.)
3) Roles and responsibilities of community-based medical and related services personnel (physicians, prosthetics, rehabilitation engineers, etc.).

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Collaborate with service providers regarding acquisition, development, modification, and evaluation of assistive technology, procedures, and curricula to assist in meeting functional, social, educational, and technological needs of students with physical and health disabilities.
- Use strategies to work with chronically ill and terminally ill individuals and their families.

**19065.8.** The program requires the study of professionalism and ethical practices related to the needs of students with physical and health disabilities, including:

1) Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with physical and health disabilities.
2) Consumer and professional organizations, agencies, publications, and journals relevant to the field of physical and health disabilities.
3) Types and transmission routes of infectious disease.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Participate in transdisciplinary team activities in providing integrated care for individuals with physical and health disabilities, particularly when students are transitioning from home, hospital, or rehabilitation facility to school.
- Maintain confidentiality of medical records and respect for privacy of individuals with physical and health disabilities.
- Practice appropriate universal precautions when interacting with individuals with physical and health disabilities.
- Seek information regarding protocols, procedural program standards, and policies designed to assist individuals with physical and health disabilities as they participate in school and community-based activities.
- Participate in the activities of professional organizations relevant to the field of physical and health disabilities.

# 19045  VISUAL IMPAIRMENT

**19045.1.**   The program requires the study of philosophical, historical, and legal foundations of special education related to students with visual impairment, including:
1) Federal entitlements (e.g., American Printing House for the Blind Quote Funds) that relate to the provision of specialized equipment and materials for learners with visual impairments.
2) Historical foundations for education of children with visual impairments, including the array of service options.
3) Current educational definitions of students with visual disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Articulate the pros and cons of current issues and trends in special education visual impairment.

**19045.2.**   The program requires the study of characteristics of learners with visual impairment, including:
1) Normal development of the human visual system.
2) Basic terminology related to the structure and function of the human visual system.
3) Basic terminology related to diseases and disorders of the human visual system.
4) Development of secondary senses (hearing, touch, taste, smell) when the primary sense is impaired.
5) The effects of a visual impairment on early development (motor system, cognition, social/emotional interactions, self-help, language).
6) The effects of a visual impairment on social behaviors and independence.
7) The effects of a visual impairment on language and communication.
8) The effects of a visual impairment on the individual's family and the reciprocal impact on the individual's self-esteem.
9) Psychosocial aspects of a visual impairment.
10) Effects of medications on the visual system.
11) The impact of additional exceptionalities on students with visual impairments.

Performance assessments: None in addition to Common Core.

**19045.3.**   The program requires the study of assessment, diagnosis, and evaluation of students with visual impairment, including:
1) The impact of visual disorders on learning and experience.
2) Specialized terminology used in assessing individuals with visual impairments, both as it relates to the visual system and in areas of importance.
3) Ethical considerations and legal provisions, regulations, and guidelines (federal, state/provincial, and local) related to assessment of students with visual impairments (including the legal versus functional definitions of blindness and low vision).

4) Specialized policies regarding referral and placement procedures for students with visual impairments.
5) Procedures used for screening, prereferral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.
6) Alternative assessment techniques for students who are blind or who have low vision.
7) Appropriate interpretation and application of scores obtained as a result of assessing individuals with visual impairments.
8) Relationships among assessment, IEP development, and placement as they affect vision-related services.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Interpret eye reports and other vision-related diagnostic information.
- Use disability-specific assessment instruments appropriately (e.g., Blind Learning Aptitude Test, Tactile Test of Basic Concepts, Diagnostic Assessment Procedure).
- Adapt and use a variety of assessment procedures appropriately when evaluating individuals with visual impairments.
- Create and maintain disability-related records for students with visual impairments.
- Gather background information about academic, medical, and family history as it relates to the student's visual status for students with visual impairments.
- Develop individualized instructional strategies to enhance instruction for learners with visual impairments, including modifications of the environment, adaptations of materials, and disability-specific methodologies.

**19045.4.**  The program requires the study of instructional content and practice related to the teaching of students with visual impairment, including:
1) Methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments, including:
    - Braille reading and writing.
    - Handwriting for students with low vision and signature writing for students who are blind.
    - Listening skills and compensatory auditory skills.
    - Typing and keyboarding skills.
    - The use of unique technology for individuals with visual impairments.
    - The use of alternatives to nonverbal communication.
2) Methods to acquire disability-unique academic skills, including:
    - The use of an abacus.
    - The use of a talking calculator.
    - Tactile graphics (including maps, charts, tables, etc.)
    - Adapted science equipment.
3) Methods for the development of basic concepts needed by young students who do not learn visually.
4) Methods for the development of visual efficiency, including instruction in the use of print adaptations, optical devices, and non-optical devices.

5) Methods to develop alternative reasoning and decision-making skills in students with visual impairments.
6) Methods to develop alternative organization and study skills for students with visual impairments.
7) Methods to prepare students with visual impairments for structured precane orientation and mobility assessment and instruction.
8) Methods to develop tactual perceptual skills for students who are or will be primarily tactual learners.
9) Methods to teach human sexuality to students with visual impairments, using tactual models that are anatomically accurate.
10) Methods to develop adapted physical and recreation skills for individuals with visual impairments.
11) Methods to develop social and daily living skills that are normally learned or reinforced by visual means.
12) Strategies for developing career awareness in and providing vocational counseling for students with visual impairments.
13) Strategies for promoting self-advocacy in individuals with visual impairments.
14) Functional life skills instruction relevant to independent, community, and personal living and employment for individuals with visual impairments including:
   - Methods for accessing printed public information.
   - Methods for accessing public transportation.
   - Methods for accessing community resources.
   - Methods for acquiring practical skills (e.g., keeping personal records, time management, personal banking, emergency procedures).
15) Sources of specialized materials for students with visual impairments.
16) Techniques for modifying instructional methods and materials for students with visual impairments, and assisting classroom teachers in implementing these modifications.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Interpret and use unique assessment data for instructional planning with students with visual impairments.
- Choose and use appropriate technologies to accomplish instructional objectives for students with visual impairments, and integrate the technologies appropriately into the instructional process.
- Sequence, implement, and evaluate individual disability-related learning objectives for students with visual impairments.
- Use strategies for facilitating the maintenance and generalization of disability-related skills across learning environments for students with visual impairments.
- Teach students who have visual impairments to use thinking, problem-solving, and other cognitive strategies to meet their individual learning needs.

**19045.5.** The program requires the study of planning and managing the teaching and learning environment for students with visual impairment, including:

1) A variety of input and output enhancements to computer technology that address the specific access needs of students with visual impairments in a variety of environments.
2) Model programs, including career-vocational and transition, that have been effective for students with visual impairments.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Prepare modified special materials (e.g., in Braille, enlarged, outlined, highlighted) for students who have visual impairments.
- Obtain and organize special materials to implement instructional goals for learners with visual impairments.
- Design learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of group and individual learning activities.
- Create a learning environment that encourages self-advocacy and independence for students with visual impairments.
- Transcribe, proofread, and interline Grade II Braille and Nemth code Braille materials.
- Use Braillewriter, slate and stylus, and computer technology to produce Braille materials.

**19045.6.** The program requires the study of managing student behavior and social interaction skills for students with visual impairment, including:
1) Teacher attitudes and behaviors that affect the behaviors of students with visual impairments.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Prepare students with progressive eye conditions to achieve a positive transition to alternative skills.
- Prepare students who have visual impairments to access information and services from the community at large.
- Prepare students who have visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.

**19045.7.** The program requires the study of communication and collaborative partnerships related to the education of students with visual impairments, including:
1) Strategies for assisting parents and other professionals in planning appropriate transitions for students who have visual impairments.
2) Sources of unique services, networks, and organizations for students with visual impairments.

3) Roles of paraprofessionals who work directly with students who have visual impairments (e.g., sighted readers, transcribers, aides) or who provide special materials to them.
4) Need for role models who have visual impairments, and who are successful.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
• Help parents and other professionals to understand the impact of a visual impairment on learning and experience.
• Report disability-related results of evaluations to students who have visual impairments, their parents and administrators and other professionals in clear, concise, "laymen's" terms.
• Manage and direct the activities of para-professionals or peer tutors who work with students who have visual impairments.

**19045.8.**
The program requires the study of professionalism and ethical practices related to the teaching of students with visual impairment, including:
1) Consumer and professional organizations, publications, and journals relevant to the field of visual impairment.
The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
• Belong to and participate in the activities of professional organizations in the field of visual impairment.

# 19055 SPECIAL EDUCATION STRATEGIST

**19055.1.**   The program requires the study of philosophical, historical, and legal foundations of special education related to teaching students with disabilities in individualized general curriculums, including:
1) Current educational terminology and definitions of individuals with disabilities* including the identification criteria and labeling controversies, using professionally accepted classification systems, and current incidence and prevalence figures.
2) Evolution and major perspectives from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities*
3) Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare.
4) The historical foundations, philosophies, theories and classic studies including the major contributors, and major legislation that undergird the growth and improvement of knowledge and practice in the field of special education.
5) The legal system to assist individuals with disabilities*.
6) Continuum of placement and services, including alternative programs available for individuals with disabilities*.
7) Laws, regulations, and policies related to the provision of specialized health care in the educational setting.
The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Articulate the pros and cons of current issues and trends in the education of individuals with disabilities*.
- Articulate the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities*.
- Delineate the principles of normalization versus the educational concept of "least restrictive environment" in designing educational programs for individuals with disabilities*.

**19055.2.**   The program requires the study of characteristics of learners with disabilities (including MR, ED, and SLD) in individualized general curriculums, including:
1) Physical development, physical disabilities, and health impairments as they relate to the development and behavior of individuals with disabilities*.
2) Effects of dysfunctional behavior on learning, and the differences between emotional disturbance and other disabling conditions.
3) Various etiologies and medical aspects of conditions affecting individuals with disabilities*.
4) Psychological and social-emotional characteristics of individuals with disabilities*.
5) Common etiologies and the impact of sensory disabilities on learning and experience.
The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Describe and define general developmental, academic, social, career, and functional characteristics of individuals with disabilities* as they relate to levels of support needed.

**19055.3.** The program requires the study of assessment, diagnosis, & evaluation of students with disabilities in individualized general curriculums, including:

1) Specialized terminology used in the assessment of individuals with disabilities*.
2) Legal provisions, regulations, and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities*.
3) Specialized policies regarding screening, referral, and placement procedures for individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*.
- Use exceptionality-specific assessment instruments with individuals with disabilities*.
- Adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the unique abilities and needs of individuals with disabilities*.
- Develop and use a technology plan based on assistive technology assessment.
- Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.

**19055.4.** The program requires the study of instructional content & practice related to teaching students with disabilities (including MR, ED, and SLD) in individualized general curriculums, including:

1) Sources of specialized materials for individuals with disabilities*.
2) Impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.
3) Impact of language development on the academic and social skills of individuals with disabilities*.
4) Impact of disabilities on auditory skills.
5) Relationship between disabilities and reading instruction.
6) Impact of social skills on the lives of individuals with disabilities*.
7) Varied test-taking strategies.
8) Alternatives for teaching skills and strategies to individuals with specific learning disabilitieswho differ in degree and kind of disability.
9) Approaches to create positive learning environments for individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Use effective, research-based instructional strategies and practices to meet the needs of individuals with disabilities*.
- Facilitate use of prevention and intervention strategies in educational settings.
- Delineate and apply the goals, intervention strategies, and procedures related to psychodynamic, behavioral, biophysical, and ecological approaches to individuals with disabilities*.
- Plan, organize, and implement educational programs appropriate to the cognitive and affective needs of individuals with disabilities*.
- Evaluate, select, develop, and adopt curriculum materials and technology appropriate for individuals with disabilities*.
- Integrate academic instruction, affective education, and behavior management for individual learners and groups of learners.
- Evaluate strengths and limitations of alternative instructional strategies for individuals with disabilities*.
- Integrate student-initiated learning experiences into ongoing instruction.
- Use skills to enhance thinking processes.
- Use effective instructional strategies to assist individuals with disabilities* to detect and correct errors in oral and written language.
- Use appropriate instructional strategies to teach math skills and concepts according to the characteristics of the learner and patterns of error.
- Modify pace of instruction and use organization cues.
- Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with disabilities*.
- Utilize research-supported instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multisensory, and concrete/manipulative techniques.
- Design age-appropriate instruction based on the adaptive skills of learners.
- Integrate related services into the instructional settings of learners.
- Provide community referenced instruction.
- Assist students in the use of alternative and augmentative communication systems.
- Support the use of media, materials, alternative communication styles and resources required for learners whose disabilities interfere with communications.
- Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans.
- Use appropriate adaptations and technology for all individuals with disabilities*.
- Adapt lessons that minimize the physical exertion of individuals with specialized health care needs.
- Design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities emphasizing positive self-concepts and realistic goals.

- Design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs.
- Participate in the selection and implementation of augmentative or alternative communication devices and systems for use with students with physical and health disabilities.
- Use strategies for facilitating the maintenance and generalization of skills across learning environments.

**19055.5.** The program requires the study of planning and managing the teaching and learning environment for students with disabilities (including MR, ED, and SLD) in individualized general curriculums, including:
1) Model career, vocational, and transition programs for individuals with disabilities*.
2) Issues, resources, and techniques used to integrate students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers.
3) Appropriate use of assistive devices to meet the needs of individuals with disabilities*.
4) Common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Monitor intragroup behavior changes across subjects and activities.
- Structure the educational environment to provide optimal learning opportunities for individuals with disabilities*.
- Teach individuals with disabilities* in a variety of educational settings.
- Design learning environments for individuals with disabilities* that provide feedback from peers and adults.
- Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities* in a variety of group and individual learning activities.
- Use local, community, state, and provincial resources to assist in programming with individuals who are likely to make progress in the general curriculum.
- Coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities*.

**19055.6.** The program requires the study of managing student behavior and social interaction skills for students with disabilities in individualized general curriculums, including:
1) Rationale for selecting specific management techniques for individuals with disabilities*.
2) Theories behind reinforcement techniques and their application to teaching individuals with disabilities*.
3) Theories of behavior problems in individuals with disabilities*, including self-stimulation and self-abuse.

4) Communication and social interaction alternatives for individuals who are nonspeaking.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use a variety of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities*.
- Develop and implement a systematic behavior management plan using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcement.
- Select target behaviors to be changed and identify the critical variables affecting the target behavior.
- Define and use skills in problem-solving and conflict resolution.
- Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.
- Establish a consistent classroom routine for individuals with disabilities*.
- Delineate and apply appropriate management procedures when presented with spontaneous management problems.
- Facilitate development and implementation of rules and appropriate consequences in the educational environment.

**19055.7.**   The program requires the study of communication and collaborative partnerships related to the teaching of students with disabilities in individualized general curriculums, including:

1) Sources of unique services, networks, and organizations for individuals with disabilities*, including career, vocational, and transition support.
2) Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to individuals with disabilities*.
3) Collaborative and consultative roles of special education teachers in the integration of individuals with disabilities* into the general curriculum and classroom.
4) Types and importance of information generally available from family, school officials, legal system, community service agencies.
5) Roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use specific behavioral management and counseling techniques in managing students and providing training for their parents.
- Assist students, in collaboration with parents and other professionals, in planning for transition to post-school settings with maximum opportunities for decision making and full participation in the community.

**19055.8.**  The program requires the study of professionalism and ethical practices related to the teaching of students with disabilities in individualized general curriculums, including:
1) Consumer and professional organizations, publications, and journals relevant to individuals with disabilities*.
2) Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities*.
3) Types and transmission routes of infectious disease.
4) Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Participate in the activities of professional organizations relevant to individuals with disabilities*.
- Articulate the teacher's ethical responsibility to nonidentified individuals who function similarly to individuals with disabilities*.

*Implicit to all of the knowledge and skills standards in this section is the focus on individuals with disabilities whose education focuses on an individualized general curriculum.

# 19070 INDIVIDUALIZED INDEPENDENCE CURRICULUM

**19070.1.** The program requires the study of philosophical, historical, and legal foundations related to teaching students in individualized independence curriculums, including:
1) Current educational terminology and definitions of individuals who would benefit most from an independence curriculum, including the identification criteria and labeling controversies, utilizing professional accepted classification systems and current incidence and prevalence figures.
2) Evolution and major perspectives from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities*.
3) The historic foundations, classic studies including the major contributors, and major legislation that grounds the growth and improvement of knowledge and practice in the field of education of individuals with disabilities*.
4) Continuum of placement and services available for individuals with disabilities*.
5) Laws, regulations, and policies related to the provision of specialized health care in the educational setting.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Articulate the pros and cons of current issues and trends in the education of individuals with disabilities*.
- Delineate the principles of normalization versus the educational concept of "least restrictive environment" in designing educational programs for individuals with disabilities*.

**19070.2.** The program requires the study of characteristics of learners with disabilities that would benefit most from an individualized independence curriculum, including:
1) Physical development, physical disabilities, sensory disabilities, and health impairments as they relate to the development and behavior of individuals who would benefit most from a functional independence curriculum.
2) The various etiologies and medical aspects of conditions affecting individuals with disabilities*.
3) Psychological and social-emotional characteristics of individuals with disabilities*.
4) Medical complications and implications for student support needs, including seizure management, tube feeding, catheterization, and cardiopulmonary resuscitation (CPR).

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Describe and define general developmental, academic, social, career, and functional characteristics of individuals who would benefit most from an independent curriculum as they relate to levels of support needed.

**19070.3.** The program requires the study of assessment, diagnosis, and evaluation of students in individualized independence curriculums, including:

1) Specialized terminology used in the assessment of individuals who would benefit most from a functional independence curriculum as they relate to levels of support needed.
2) Legal provisions, regulations, and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities* as they relate to levels of support needed.
3) Specialized policies regarding screening, referral, and placement procedures for individuals who would benefit most from a functional independence curriculum as they relate to levels of support needed.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*.
- Use exceptionality-specific assessment instruments with individuals with disabilities*.
- Adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of individuals who would benefit most from a functional independence curriculum.
- Develop and use a technology plan based on adaptive technology assessment.
- Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.

**19070.4.** The program requires the study of instructional content and practice related to teaching students with disabilities in individualized independence curriculums, including:

1) The sources of specialized materials, equipment, and assistive technology for individuals with disabilities*.
2) The impact of language development on the academic and social skills of individuals with disabilities*.
3) The impact of disabilities on auditory skills of individuals with disabilities*.
4) The impact of social skills on the lives of individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Facilitate use of prevention and intervention strategies in educational settings.
- Use technology including assistive devices.
- Use reinforcement systems to create effective learning environments.
- Use student-initiated learning experiences and integrate them into ongoing instruction.
- Use effective instructional strategies to assist individuals with disabilities* to detect and correct errors in oral and written language.

- Choose appropriate methods and instructional strategies according to the characteristics of the learner.
- Design and implement sensory stimulation programs.
- Teach culturally responsive functional life skills.
- Use research-supported instructional strategies and practices.
- Design age-appropriate instruction based on the adaptive skills of learners.
- Integrate related services into the instructional settings of learners.
- Provide community referenced and community based instruction.
- Assist students in the use of alternative and augmentative communication systems.
- Use appropriate physical management techniques, including positioning, handling, lifting, relaxation, and range of motion.
- Facilitate learner's use of orthotic, prosthetic, and adaptive equipment.
- Select and use media, materials, and resources required with learners whose disabilities interfere with communications.
- Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans.
- Use appropriate adaptations and assistive technology.
- Adapt lessons that minimize the physical exertion of individuals with specialized health care.
- Design and implement instructional programs that address functional independence skills emphasizing positive self-concepts and realistic goals.
- Design and implement strategies for medical self-management procedures.
- Participate in the selection and implementation of augmentative or alternative communication devices and systems.

**19070.5.** The program requires the study of planning and managing the teaching and learning environment for students with disabilities in individualized independence curriculums, including:

1) Model career, vocational, and transition programs for individuals with disabilities* who are most likely to make progress in a functional independence curriculum.
2) Issues, resources, and techniques used to integrate students in a functional independence curriculum into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers.
3) Appropriate use of assistive devices to meet the needs of individuals with disabilities*.
4) Specialized health care practices, first-aid techniques, and other medically relevant
5) interventions necessary to maintain the health and safety of individuals with disabilities in a variety of educational settings.
6) Common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Monitor intragroup behavior changes across subjects and activities.
- Structure the educational environment for optimal learning opportunities.

- Teach individuals with disabilities who are in a functional independence curriculum in a variety of settings.
- Design learning environments that provide feedback from peers and adults.
- Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities* in a variety of group and individual learning activities.
- Use local, community, state, and provincial resources to assist in programming.
- Coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities* who are studying an individualized independence curriculum.
- Use techniques of physical positioning and management of individuals with physical and health disabilities to ensure participation in academic and social environments.
- Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.
- Use appropriate adaptive equipment such as wedges, seat inserts, and standers to facilitate positioning, mobility, communication, and learning for individuals with physical and health disabilities.
- Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.

**19070.6.**   The program requires the study of managing student behavior and social interaction skills for students in individualized independence curriculums, including:
1) Rationale for selecting specific management techniques for individuals with disabilities*.
2) Continuum of alternative placements and programs available to individuals with disabilities*; state, provincial, and local services available; and the advantages and disadvantages of placement options and programs within the continuum of services.
3) Theories behind reinforcement techniques and their applications for teaching individuals with disabilities*.
4) Theories of behavior problems in individuals with disabilities*, including self-stimulation and self-abuse.
5) Impact of multiple disabilities on behavior and learning.
6) Communication and social interaction alternatives for individuals who are nonspeaking.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Use a variety of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities*.
- Develop and implement systematic behavior management plans for individuals with disabilities* using observation, recording, charting, timelines, intervention hierarchies, and schedules of reinforcement.
- Select target behaviors to be changed and identify the critical variables affecting the target behavior.
- Define and use skills in problem-solving and conflict resolution.

- Design, implement, and evaluate instructional programs that enhance the individual's social participation in family, school, and community activities.
- Develop and facilitate use of behavior crisis management plans.
- Facilitate development and implementation of rules and appropriate consequences.

**19070.7.**   The program requires the study of communication and collaborative partnerships related to teaching students in individualized independence curriculums, including:
1) Sources of unique services, networks, and organizations for individuals with disabilities*, including career, vocational, and transition support.
2) Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to individuals with disabilities*
3) Collaborative and/or consultative roles of the special education teachers and paraeducators in the integration of individuals with disabilities* into general classrooms.
4) Types and importance of information generally available from family, school officials, legal system, community service agencies.
5) Roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Assist students, in collaboration with parents and other professionals, in planning for transition to adulthood including employment, community, and daily life, with maximum opportunities for decision making and full participation in the community.
- Use strategies to work with chronically ill and terminally ill individuals and their families.

**19070.8.**   The program requires the study of professionalism and ethical practices related to teaching students in individualized independence curriculums, including:
1) Consumer and professional organizations, publications, and journals relevant to individuals with disabilities*.
2) Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities*.
3) Types and transmission routes of infectious disease.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:
- Participate in the activities of professional organizations relevant to individuals with disabilities*.
- Articulate the teacher's ethical responsibility to individuals who function similarly to individuals with disabilities* (e.g., individuals at risk).

- Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities* as they participate in school and community-based activities.
- Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities*.

*Implicit to all of the knowledge and skills standards in this section is the focus on individuals with disabilities whose education is in an individualized independence curriculum.

<u>History</u>
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